

YORK INTERMEDIATE

1280 Johnson Road
York, SC 29745

Grades	5-6 Elementary School	
Enrollment	704 Students	
Principal	Keith McSwain	803-684-2311
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Shirley Harris	803-684-3733

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

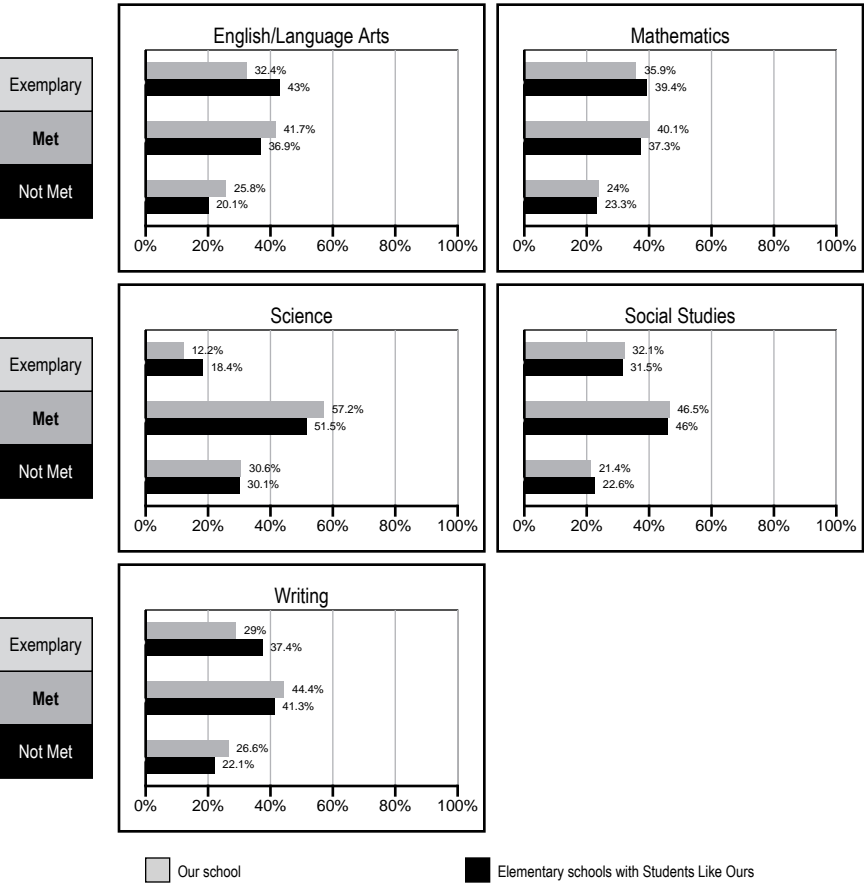
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	39	47	1	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=704)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.2%	1.1%
Attendance rate	96.4%	N/A	96.1%	96.2%
Served by gifted and talented program	17.2%	N/A	14.4%	13.4%
With disabilities other than speech	10.0%	N/A	4.5%	4.1%
Older than usual for grade	1.0%	N/A	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	67.4%	N/A	60.7%	62.5%
Continuing contract teachers	93.0%	N/A	90.0%	88.2%
Teachers returning from previous year	N/A	N/A	88.4%	87.8%
Teacher attendance rate	93.7%	N/R	95.2%	95.2%
Average teacher salary*	\$47,903	I/S	\$46,534	\$46,773
Professional development days/teacher	7.1 days	N/R	10.4 days	10.5 days
School				
Principal's years at school	5.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	10.8 to 1	N/R	20.2 to 1	19.9 to 1
Prime instructional time	89.3%	N/R	90.3%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	96.8%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,922	\$7,447
Percent of expenditures for instruction**	N/A	N/A	68.5%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	65.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

York Intermediate School serves fifth and sixth grade students in York School District One. Our mission statement is, "Working with the community, we will provide a diverse, innovative education in a safe environment enabling students to become responsible citizens in a global society." This was our primary focus as we completed our first, but very busy and exciting school year! All of our fifth and sixth grade students experienced a successful transition from their elementary schools.

Even though fifty percent of our staff came from Harold C. Johnson Middle School and fifty percent of our staff from each of these schools, Cotton Belt Elementary, Hunter Street Elementary, and Jefferson Elementary, we share common beliefs that

- Learning is a life-long, ever-changing process.
- Each child is unique and should have the opportunity to reach his/her full potential.
- A safe, orderly and nurturing environment is essential for learning.
- Education is a cooperative effort between schools and the community.
- Technology enhances teaching and learning and should be current.

We are very proud to say that our teachers and students experienced a very rewarding and successful school year as we met our goals to use data to drive decisions, to promote literacy across the curriculum, to provide extra time and extra help, and to use technology effectively. One strategy used to accomplish our goals was to provide our students with a valuable character education program created by our guidance counselors entitled, "Think Time". We also used Professional Learning Communities, facilitated by our school's Literacy Coach, to give our teachers an opportunity to collaborate and plan together.

For the 2011-2012 school year, we will meet our goals by utilizing MAP testing to gather student data. Teachers will continue to differentiate instruction, and to provide independent reading and student conferencing to help meet the unique needs of each learner. The literacy coach will again use Professional Learning Communities to work with all teachers. Our staff will also utilize technology such as the Promethean Boards and ELMO's to enhance teaching and learning. Last of all, we will continue to provide students "extra time and extra help" through after school programs, Classworks computer-assisted program, Math Prep and ELA Prep.

Our parents and PTO provided great support to the students and staff of York Intermediate School. We had two successful fund raisers that allowed our teachers to purchase supplies for their students and classroom. Our parents were involved in our "parent lunch days" each 9-weeks and volunteered to assist with our school book fair and special classroom events. Our Student Council provided various service learning projects throughout the school year. We supported Pennies for Patients, Relay for Life, Jump Rope for Heart, Book Drive for Joplin Missouri, and a canned food drive benefiting P.A.T.H., a local charity organization in our community. These activities are just a few examples of our commitment to making our mission statement a reality at York Intermediate School. We are fulfilling our vision of building the foundation for tomorrow by sparking potential and inspiring success.

Keith McSwain, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	304	203
Percent satisfied with learning environment	100.0%	85.8%	87.2%
Percent satisfied with social and physical environment	100.0%	83.7%	80.6%
Percent satisfied with school-home relations	89.5%	89.1%	74.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	695	100	25.8	41.7	32.4	82.4	82	82.4	Yes	Yes
Gender										
Male	356	100	30.5	42	27.5	77.5	77.4	78.7	N/A	N/A
Female	339	100	20.9	41.5	37.7	87.7	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	475	100	19.7	41.7	38.6	87.1	85.7	88.9	Yes	Yes
African American	154	100	46.3	42.9	10.9	68	70.4	72.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	45	100	17.1	34.1	48.8	85.4	76.6	79.3	Yes	Yes
American Indian/Alaskan	13	100	I/S	I/S	I/S	I/S	76.9	83	I/S	I/S
Disability Status										
Disabled	93	100	67.1	28	4.9	39	42.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	20.7	34.5	44.8	82.8	72.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	452	100	33.5	43.8	22.7	76.3	76.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	695	99.7	23.9	40.1	36	84.5	80.8	81.9	Yes	Yes
Gender										
Male	356	99.7	28.1	39.3	32.5	81.1	78	79.9	N/A	N/A
Female	339	99.7	19.4	41	39.7	88.3	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	475	99.8	20.4	36.2	43.3	86.4	83.3	88.9	Yes	Yes
African American	154	99.4	36.1	47.6	16.3	76.9	72.1	71.4	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	45	100	19.5	46.3	34.1	87.8	78.8	81.1	Yes	Yes
American Indian/Alaskan	13	100	I/S	I/S	I/S	I/S	84.6	84.4	I/S	I/S
Disability Status										
Disabled	93	100	59.8	31.7	8.5	52.4	52.7	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	13.8	55.2	31	89.7	79.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	452	99.6	31.2	42	26.9	78.7	75.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	350	100	30.6	57.2	12.2	69.4	71.6	68.6
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Gender

Male	188	100	32.4	54.2	13.4	67.6	70.5	68.3
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Female	162	100	28.4	60.8	10.8	71.6	72.7	68.9
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Racial/Ethnic Group

White	240	100	25	61.2	13.8	75	77	80.7
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African American	78	100	52	41.3	6.7	48	54.9	51.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	26	100	12.5	70.8	16.7	87.5	61.8	61.6
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	53.3	70.8
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Disability Status

Disabled	56	100	59.6	34	6.4	40.4	43	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	15	100	13.3	73.3	13.3	86.7	56.7	60.7
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Socio-Economic Status

Subsidized meals	235	100	39.8	53.7	6.5	60.2	64	57.3
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Social Studies

All Students	344	100	21.4	46.5	32.1	78.6	73	72.5
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Gender

Male	167	100	18.2	47.2	34.6	81.8	73.8	72
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Female	177	100	24.4	45.8	29.8	75.6	72.3	73.1
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Racial/Ethnic Group

White	235	100	16.7	44.5	38.8	83.3	76.1	81
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African American	75	100	38.9	51.4	9.7	61.1	61.9	60
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.3	89
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Hispanic	19	100	11.8	47.1	41.2	88.2	71.3	69.6
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American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	72.2	73.5
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Disability Status

Disabled	37	100	54.3	37.1	8.6	45.7	40.1	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	15	100	7.1	57.1	35.7	92.9	71	69.7
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Socio-Economic Status

Subsidized meals	216	100	30.7	45.5	23.8	69.3	65.7	62.9
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Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	358	99.7	26.4	44.5	29.1	73.6	71	73.2	96.4	96
Gender										
Male	185	100	32.2	46.3	21.5	67.8	64.4	67.2	96.3	96.1
Female	173	99.4	20	42.5	37.5	80	77.3	79.4	96.5	96
Racial/Ethnic Group										
White	237	99.6	21.2	45.1	33.6	78.8	75.4	81.5	96.1	95.7
African American	85	100	38.3	42	19.8	61.7	58.5	61.3	97.4	97.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	87	98.7	97.7
Hispanic	22	100	35	40	25	65	60.5	66.7	96.8	96.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	72.7	72.2	95.2	95.4
Disability Status										
Disabled	45	100	62.8	32.6	4.7	37.2	28.4	26	95.1	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	31.6	42.1	26.3	68.4	55.9	65.7	98.3	97.2
Socio-Economic Status										
Subsidized meals	241	99.6	33.2	45	21.8	66.8	63.8	63.2	96.2	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	358	100	23.3	44.5	32.2	76.7
	6	337	100	28.5	38.9	32.6	71.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	358	99.4	26.3	38.3	35.3	73.7
	6	337	100	21.3	42	36.7	78.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	181	100	27.4	58.3	14.3	72.6
	6	169	100	34	56	10.1	66
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	176	100	26.3	41.9	31.7	73.7
	6	168	100	16.3	51.3	32.5	83.8
	7	N/A	N/A	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	358	99.7	26.4	44.5	29.1	73.6
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2012	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A

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